

Student Support Services Hā'awi Kōkua - Disability Services



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program Description

Hawai'i Community College (HawCC) is committed to providing a barrier-free campus and academic accommodations to ensure that Students with Disabilities (SWD) have equal access to their education. Under the Americans with Disabilities Act (Title II) of the Rehabilitation Act of 1973 (Section 504), "No qualified individual with a disability shall, on the basis of their disability, be excluded from participation in, be denied benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance."

The Hā'awi Kōkua Program ensures that SWDs have protections against discrimination and are assured access to programs, services, and activities by providing assistance to a student who identifies as having a documented physical, learning, psychological, or sensory disability which limits their ability to fully participate in a course of study and/or campus activities at HawCC.

2. Analysis of the Program

Community College Survey of Student Engagement (CCSSE): Services for People with Disabilities

| | 2014 | 2016 | 2018 |
|--------------|------|------|------|
| Frequency | 1.31 | 1.39 | .22 |
| Satisfaction | 2.12 | 2.14 | 1.21 |
| Importance | 2.20 | 2.24 | 2.18 |

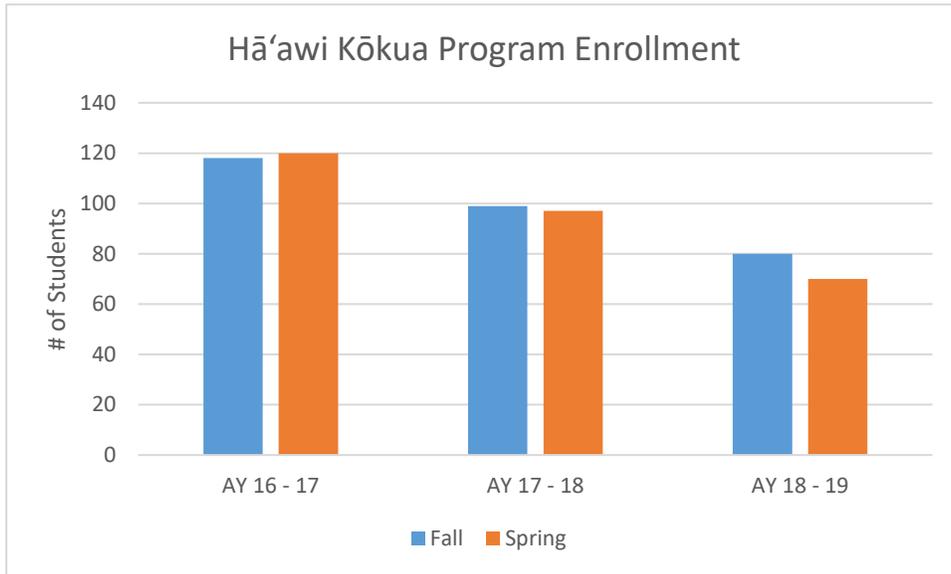
(1 = Not at all/Rarely, 2 = Sometimes/Somewhat, 3 = Often/Very)

The CCSSE data reflected above shows a drastic decline in the frequency and satisfaction of services for SWDs from 2016 to 2018. The interpretation of the data demonstrates that although the services remain important, the frequency and satisfaction of services have drastically declined. During the evaluation period, the APT position was vacant for 35% of the time leaving all management of services/students, student employment, and assistive technology oversight in Hilo and Palamanui solely to the Disability Services Coordinator. During the remaining 65% of the evaluation period, there were two different hires which required a significant time spent in training and didn't allow for the position to be performed at full capacity. As a result, very little outreach and advocacy for students which were previously very effective with SWDs was done. Consequently, the lack of consistency, structure, and familiarity of the program, processes, and campus that were previously provided had an impact on SWDs.

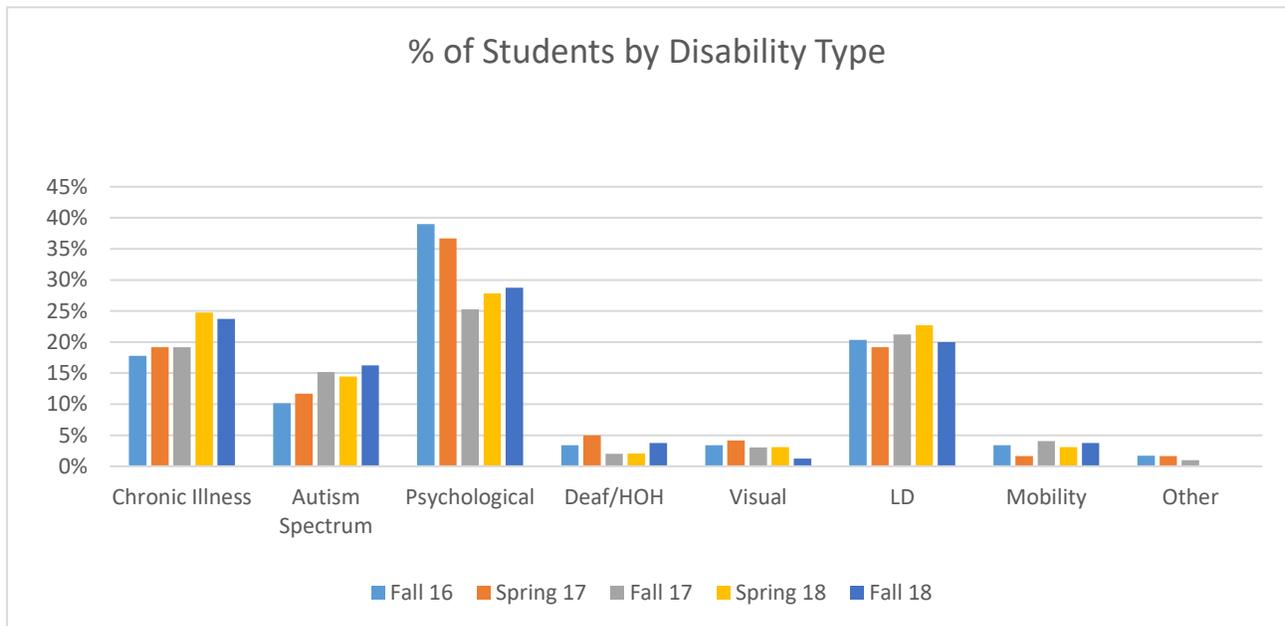
While the position was vacant, the Position Description for the APT position was reviewed and revised to include a higher level of responsibilities serving both SWDs and the Mental Health Counselor. In April 2019 a candidate was identified and was hired. This position will be tasked with the oversight of accommodations and outreach/advocacy for SWDs to increase their awareness of services and supports.

2019 Hawai'i Community College ARPD
 Student Support Services

Hā'awi Kōkua also struggles with acquiring and maintaining qualified note taking and peer mentoring staff resulting in the need to use alternative means of providing services. This past year has been extremely difficult to transition students from note taking services previously provided by student employees with smart pens and online note taking services. Although the reliability of utilizing these resources are much higher, the students expressed a "void" from not having the ability to personally interact with their student note taker.



There has also been a decreased enrollment trend that affects the amount of SWDs that are being identified and serviced by the Hā'awi Kōkua Program. The above graph represents the number of students that have been identified with the Hā'awi Kōkua Program over the past 3 years.



Despite the decline of enrollment, there has been an increase in the level of support required for SWDs to be successful. The above graph represents the % of students by disability type over the past 3 years. There are several reasons that the needs of these students are more time-consuming than in previous years. First, there has been an increase in the number of students who have chronic illnesses who typically have increased absences and require frequent advocacy to ensure that they maintain progress in their classes. Second, the number of students that fall on the Autism Spectrum have increased and require more supports and services because of behavior concerns in the classroom and their difficulty with processing information which require frequent check ins and instructor support. Third, although not reflective on the graph, the needs of SWDs with Mental Health disorders are becoming increasingly higher and require more intense supports because of their barriers with academic skills such as time management and organization. Furthermore, there has been an increase in the support needed to maintain their extremely high levels of anxiety and stress.

These students have needs and require supports that HawCC does not have the capacity or obligation to provide. They are ill prepared and do not possess the skills needed for the rigor of post-secondary education. For example, there are more students transitioning into Hawaii CC from high schools that are provided 1:1 services because of the need for constant support. At the post-secondary level, institutions do not provide 1:1 supports or aids which create more barriers for these students to successfully complete their academic courses. Consequently the retention and success rate for SWDs have been decreasing while the support while they are enrolled has been increasing.

3. Program Student Learning Outcomes

a) Program Unit Outcomes:

- a. Through participation in Hā'awi Kōkua, our students will be able to self-advocate and seek and utilize college and community resources.
- b. Members of the campus community will increase their awareness and understanding of the needs of students with disabilities through outreach and advocacy by Hā'awi Kōkua staff.

b) Assessment Results

Unit Output of Services: Measures

Staff will collect and report the following data:

Fall 2018 (80 identified SWD)

Note Taking Services – 21

Recording of Lectures – 50

Testing Accommodations – 62

ASL – 0

of accommodation letters provided to instructors – 64

of scheduled appointments –

 Accommodation Appointments – 37

 Personal Counseling – 1

 Registration/Advising – 2

 Other – 12

of visits to the Kokua Technology Lab – 536 (Manono) 195 (Palamanui)

Spring 2019 (70 identified SWD)

Note Taking Services – 14

Recording of Lectures – 40

Testing Accommodations – 53

ASL – 0

of accommodation letters provided to instructors – 58

of scheduled appointments –

Accommodation Appointments – 61

Personal Counseling – 0

Registration/Advising – 0

Other – 8

of visits to the Kokua Technology Lab – 372 (Manono) 99 (Palamanui)

- a) # of students able to appropriately identify various college and community resources – total 41 responses
9 (22%) were not able to correctly identify college/community resources
32 (78%) were able to correctly identify college/community resources.

Unit Outcomes: Measures

Student and faculty responses to the effectiveness of this unit's services will be collected through targeted surveys sent to all SWD and faculty with SWD enrolled in their classes. All surveys were scored on a 5 -point Likert scale from 1 (strongly disagree) to 5 (strongly agree).

- a) Students were asked to report if their accommodations and other services assisted with their learning and student success. There was a total of 24 responses.

Do you feel your accommodation contributed to student success and your opportunity to learn?

5 – 52%

4 – 19%

3 – 22%

2 – 4%

1 – 4%

Did you utilize the Kokua Assistive Technology Lab?

56% reported that they utilized the Kokua Lab

41% reported that did not utilize the Kokua Lab

4% reported that they were not aware of the Kokua Lab

Did you feel welcomed in the lab when you first walked in?

5 – 30%

4 – 15%

3 – 18%

2 – 0%

1 – 37%

2019 Hawai'i Community College ARPD
Student Support Services

Do you feel you got the information you needed in a timely manner?

5 – 26%
4 – 11%
3 – 26%
2 – 0%
1 – 33%

Do you feel the technology available assisted you with your learning?

5 – 30%
4 – 11%
3 – 26%
2 – 0%
1 – 33%

Please rate your overall satisfaction with the Ha'awi Kokua

5 – 74%
4 – 7%
3 – 15%
2 – 0%
1 – 4%

- b) Faculty/Staff were asked to report if the accommodations provided contributed to student success and their opportunity for learning.
Faculty: 12 responses

5 – 23%
4 – 33%
3 – 19%
2 – 10%
1 – 3%
Don't Know – 12%

Unit Output of Services: Measures

Staff will collect and report the following data:

- a) log and track all staff outreach activities and direct advocacy

Collaboration/Outreach/Advocacy Interactions – 29
Consultations with Faculty/Staff – 24 (in-person meetings)

- b) # of hits on Unit training videos

Disability Services – 19
Word Accessibility – 8
Psychological Disorders – 24
Learning Disabilities – 15
Autism – 4
ADHD – 10

Unit Outcomes: Measures

Hā'awi Kōkua will provide broad outreach to the entire campus to increase all Kauhale members' awareness of HK services and the needs of Students with Disabilities.

Participants in HK surveys will report increased awareness of HK services and the needs of SWDs.

- a. Selected programs and participants will report increased awareness of HK services and the needs of SWDs (12 responses)

5 – 10%
4 – 18%
3 – 26%
2 – 10%
1 – 4%
Don't Know – 32%

- c) Changes that have been made as a result of the assessments

Based on the evaluations above, there is a significant decrease in the satisfaction of services provided by the Hā'awi Kōkua Program. It is apparent when reviewing the number of visits to the Hā'awi Kōkua Assistive Technology lab and the Program evaluation survey. We have seen a drastic decline in the number of students that visit the lab and SWDs are reporting less satisfaction in timely communication and being welcomed into lab. These areas can be corrected by supervision of the staff. There has always been a high emphasis in creating an open and welcoming environment for SWDs since their anxiety and stress level is typically higher than their peers. There is a high probability that due the lack of staffing and supervision of the student workers this was probably overlooked and not corrected.

With the hire of the APT – Lab Manager position, working with the student employees to create a welcoming environment has been included in their performance evaluation. An example would be for employees to inquire if SWDs need assistance rather than allowing SWDs to ask for help or ensuring that the student employees are doing frequent outreach to the SWDs notifying them of supports, services, and important dates/reminders.

In reviewing the training materials, there is a decline in views of the videos created by the Hā'awi Kōkua Program to assist instructors when working with SWDs. The videos have been posted for 3 years and need to be evaluated for relevancy. If the videos need to be updated, resources will be explored and videos will be replaced with more updated information for faculty and staff.

Through the program evaluation, SWDs have reported that although they are highly satisfied with the Hā'awi Kōkua Program and that their accommodations contributed to their student success and opportunity to learn, they do not feel highly satisfied the technology available and that it contributes to their learning. In the past year, the program has completely switched from student note takers to smart pens and online note taking programs. This has been a huge adjustment for students who previously received student note taking services and for the students entering HawCC from secondary schools that provided 1:1 services. Feedback received noted that the

services available are impersonal and puts the burden of responsibility back on the SWDs. Although it has been a difficult transition, staff have been working with SWDs to properly utilize the technology and that they have a degree of responsibility in their own education.

4. Action Plan

- 1) Provide outreach, education on resources and assistive technology, and creation of welcoming environment for SWD through supervision and customer service training of all Hā`awi Kōkua Program staff.
- 2) Update faculty and staff training videos for relevancy and updated information. Seek out online resources that offer free training videos.
- 3) Provide training and support for SWDs on Assistive Technology. Ensure frequent contact with SWDs who utilize Assistive Technology to and offer assistance.

HGI Action Strategy 2:

Implement structural improvements that promote persistence to attain a degree and timely completion.

The above action plan addresses HGI Action Strategy 2 by supporting SWDs to promote persistence to attain a degree and timely completion.

5. Resource Implications

A Wellness Center is being requested that will include Disability Services and Mental Wellness and Personal Development Services due to limited staffing and the increased safety risk for all staff when working with these high-risk individuals. Both the Disability Counselor and Mental Health Counselor have also taken on additional duties such as Title IX coordination and investigations, CARE team duties, and violence risk assessments for students which increases their safety risk. Therefore, working in close proximity to each other in a space that is connected with a center will ensure that safety protocols will be developed, all employees are adequately trained in these protocols, and that the protocols are consistently implemented.

The joining of units will create a collaborative and safe environment for its employees and a rich and supportive place for students to receive services and get information about campus and community resources. The wellness center will continue to provide the assistive technology to students that are currently available in the lab but in addition will provide a safe designated space for any student that requires a space with decreased stimuli. In addition, the center will provide a location for students who are seeking Mental Health Services to be greeted by staff instead of a door. Hā`awi Kōkua Program staff have been assisting the Mental Health Counselor with scheduling and in completing intake paperwork needed for appointments but the offices are in different buildings and require a degree of navigation if the Mental Health Counselor is not available.

The Hā`awi Kōkua Program does currently have a space and is housed in one of the busiest locations on the Manono campus. Unfortunately, the current space is not ideal. SWDs have reported anxiety about entering the space for confidentiality reasons and students who use the space for studying report that due to the high traffic, they are really distracted by the constant

2019 Hawai'i Community College ARPD
Student Support Services

slamming of the exterior door and voices when student gather in the large area outside the lab. If Disability Services and Mental Wellness and Personal Development Services combine, it would be beneficial to seek a location that is more secluded, on the edge of campus, has covered walkways, and has handicapped parking in close proximity to allow for accessibility and confidentiality.

It would also be beneficial for the Lab Manager (APT-B) to be converted into a permanent position as it serves as support staff for the Disabilities Coordinator and Mental Health Counselor. Both positions provide such unique services and work so independently that there isn't a lot of collaboration with colleagues within DSA. Therefore, the APT B position provides all support for budget/purchasing, management of inquiries and appointments, and management of the Assistive Technology lab. As seen in the above assessment results, the instability of this position impacts SWDs and their services which makes this position vital to the success of SWDs.

Appendix: Community College Survey of Student Engagement (CCSSE)

Data last updated: 10/4/2019

| # | Community College Survey of Student Engagement (CCSSE) | Survey Year 2014 | Survey Year 2016 | Survey Year 2018 * |
|-----|--|------------------|------------------|--------------------|
| 1. | Support for Learners Benchmark (Percentile) | 70 | 0 | |
| 2a. | Academic Advising – Frequency | 1.79 | 1.88 | 1.45 |
| 2b. | Academic Advising – Satisfaction | 2.26 | 2.38 | 1.46 |
| 2c. | Academic Advising – Importance | 2.58 | 2.56 | 2.62 |
| 3a. | Career Counseling – Frequency | 1.59 | 1.55 | 0.82 |
| 3b. | Career Counseling – Satisfaction | 2.11 | 2.18 | 1.42 |
| 3c. | Career Counseling – Importance | 2.43 | 2.42 | 2.45 |
| 4a. | Job Placement Assistance - Frequency | 1.31 | 1.36 | 0.24 |
| 4b. | Job Placement Assistance – Satisfaction | 1.84 | 2.01 | 1.08 |
| 4c. | Job Placement Assistance – Importance | 2.20 | 2.21 | 2.09 |
| 5a. | Financial Aid Advising - Frequency | 1.86 | 1.83 | 0.99 |
| 5b. | Financial Aid Advising – Satisfaction | 2.18 | 2.26 | 1.37 |
| 5c. | Financial Aid Advising – Importance | 2.54 | 2.48 | 2.50 |
| 6a. | Student Organizations – Frequency | 1.41 | 1.49 | 0.63 |
| 6b. | Student Organizations – Satisfaction | 1.99 | 2.17 | 1.33 |
| 6c. | Student Organizations – Importance | 2.01 | 2.16 | 2.05 |
| 7a. | Transfer Credit Assistance - Frequency | 1.41 | 1.56 | 0.54 |
| 7b. | Transfer Credit Assistance – Satisfaction | 1.97 | 2.15 | 1.35 |
| 7c. | Transfer Credit Assistance – Importance | 2.28 | 2.25 | 2.23 |
| 8a. | Services for People with Disabilities – Frequency | 1.31 | 1.39 | 0.22 |
| 8b. | Services for People with Disabilities – Satisfaction | 2.12 | 2.14 | 1.21 |
| 8c. | Services for People with Disabilities – Importance | 2.20 | 2.24 | 2.18 |

* 2018 uses different scales, therefore only Importance is comparable.